

**TEACHING STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS
IN THE INCLUSIVE CLASSROOM OF SMP YBPB KEDIRI**

THESIS

In Partial Fulfillment of the Requirement for
Master Degree of English Language Education



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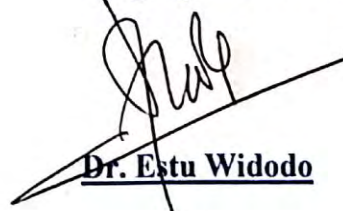
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LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled: **TEACHING STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS IN THE INCLUSIVE CLASSROOM OF SMP YBPK KEDIRI** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 25 July 2019

The Writer,



Dwi Priyo Santoso

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*Bismillahirrahmanirrahim...Alhamdulillahirabbila'lamin...*All praises be to Allah *Subhanawata'ala* for giving all of the mercies and blessings. **Sholawat and Salam** may always be presented to Prophet Muhammad Shallallahualaihiwasallam for guiding from the darkness into lightness; holistic spiritual and intellectual.

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Malang, August 2019

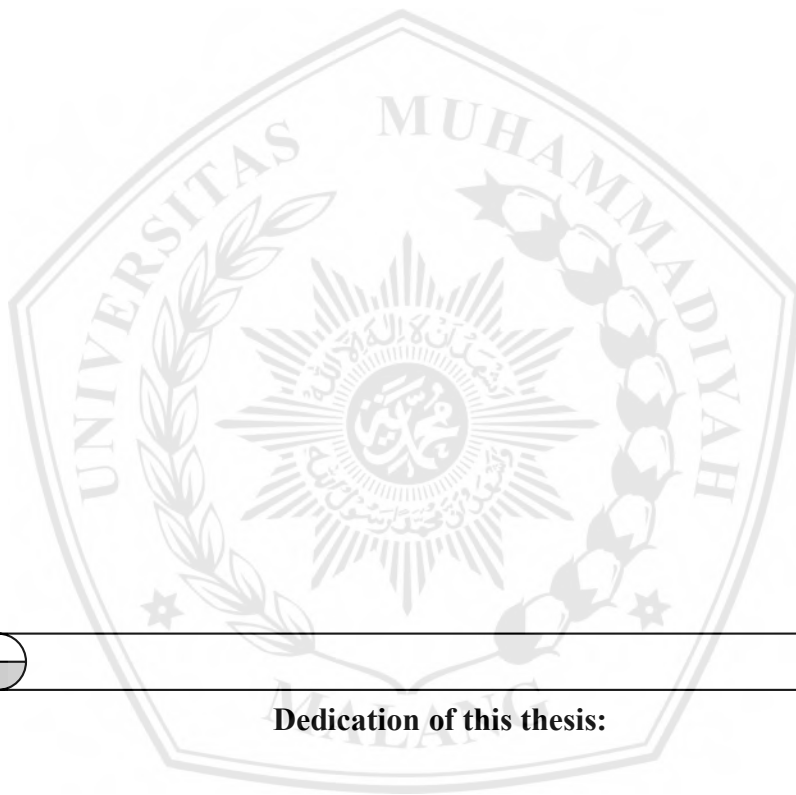
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Dwi Priyo Santoso

MOTTO AND DEDICATION

MOTTO

“FALL DOWN SEVEN TIMES, STAND UP EIGHT”



Dedication of this thesis:

My beloved parents, especially for my father. My sister, my fiancée and all my friends for praying and supporting in finishing this thesis successfully.

TEACHING STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS IN THE INCLUSIVE CLASSROOM OF SMP YBPK KEDIRI

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ABSTRACT

The present study revealed the teaching strategies for students with special needs in the inclusive classroom of SMP YBPK Kediri. The study investigated the teaching strategies, obstacles, and alternative strategies from English teacher and inclusion teacher during teaching learning activity. The study used case study as the research design and two data collection methods were applied; interview and observation. Both interview and observation were applied to gain data related with the English teacher and inclusion teacher's strategies in teaching students with special needs.

The findings discovered the teachers' strategies such as direct instruction, peer tutoring, cognitive strategy instruction, cooperative group teaching, and collaborative teaching. The teachers also found some obstacles such as the students' mood changed and some students with special needs did not understand the materials. In the case, both English teacher and inclusion teacher had alternative in handling the obstacles such as guiding the students with special needs, behavioral approach, and also reduce the learning standard.

Keywords: strategy, special needs, inclusion teacher, inclusive classroom

STRATEGI PENGAJARAN UNTUK SISWA BERKEBUTUHAN KHUSUS DI KELAS INKLUSIF SMP YBPK KEDIRI

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ABSTRAK

Penelitian ini mengungkapkan strategi pengajaran untuk siswa kebutuhan khusus di kelas inklusif SMP YBPK Kediri. Studi ini meneliti strategi pengajaran, hambatan, dan strategi alternatif dari guru bahasa Inggris dan guru inklusi selama kegiatan belajar mengajar berlangsung. Penelitian ini menggunakan studi kasus sebagai desain penelitian dan juga dua metode pengumpulan data yang diterapkan yaitu wawancara dan observasi. Wawancara dan observasi diterapkan untuk mendapatkan data terkait dengan strategi guru bahasa Inggris dan guru inklusi dalam mengajar siswa-siswa disabilitas.

Penelitian ini menemukan beberapa strategi guru seperti instruksi langsung, bimbingan teman sebaya, instruksi strategi kognitif, pengajaran kelompok kooperatif, dan pengajaran kolaboratif. Para guru juga menemukan beberapa kendala seperti suasana hati siswa yang berubah dan beberapa siswa disabilitas yang tidak memahami materi. Dalam hal ini, baik guru bahasa Inggris dan guru inklusi memiliki alternatif dalam menangani hambatan seperti membimbing siswa disabilitas, pendekatan perilaku, dan juga pengurangan standar belajar.

Kata kunci: strategi, berkebutuhan khusus, guru inklusi, kelas inklusif

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INTRODUCTION

As a professional teacher, teaching strategies is one of the important steps which is needed by the teacher to teach in a classroom. Kistner, Rakoczy, Otto, & Klieme (2015) state that teaching learning strategy is one of the important parts of the consistently claimed promotion of self-regulated learning in a classroom. In teaching strategies, there are several keys that the teacher should know, especially in teaching language. The New Teacher Center (2005) mentions six key strategies for teachers of English learners such as (1) modelling, graphic organizers, & visuals (2) Meaning-based context & universal themes (3) vocabulary & language development (4) explicit instruction (5) guided interaction, and (6) metacognition & authentic assessment. Those keys can be applied by the teacher in teaching English in the classroom. In applying the teaching strategies, the teacher should know the characteristics of learners, including the characteristics of students with special needs.

The students with special needs can be categorized into at least eleven categories. First is deafness students who cannot hear well. Second, a visual impairment which cannot see well. Third, severe learning difficulties which the students find hard to learn something. Fourth, Profound and multiple learning difficulties which are similar to severe learning, but it is worse. Fifth, Down's syndrome, is a genetic disorder caused by abnormal division. Sixth, Autistic spectrum disorder, is a disorder that begins early in childhood. Seventh, AD/HD, is a child who has difficulty paying attention and also controlling impulsive behaviours. Eighth, Dyslexia, is a problem in reading, writing, and spelling. Ninth, Dyspraxia, is a disorder that affects an individual's ability to plan something and process motor tasks. Tenth, Social, Emotional and Behavioral difficulties (SEBD), is a behavior or emotional responses of an individual that are different from generally accepted norms. Eleventh, Moderate Learning Difficulties (MLD), is a child who has lower academic or difficulty following lessons than other children. Last, Low attainment, is a pupil who has the lowest achievement (Lewis & Wishart, 2018).

In regards to levels of disability, there are some several levels of learning difficulties for students with special needs related to British literature. They are mild learning disability, moderate and severe, finishing with a profound learning disability. Those

with severe learning disability use only basic word and gestures in order to communicate their need. Students with a profound learning disorder are considered to be the most disabled individuals in a classroom or community. A moderate learning disability is likely to have some language skill, they probably need support with caring for themselves. A mild learning disability sometimes is not diagnosed, they probably need support to understand abstract or complex ideas (Pokrivčáková, 2015). Those kinds of disabilities are a challenge that should be faced by the teacher, especially for English teacher which teaches them a foreign language. Carranza (2017) states that their English competence is almost non-existent when they start secondary education, most of these children can write and read in their own language with difficulty but they cannot do the same in English. Therefore, students with special needs should be taught in different teaching strategies.

Some students with special needs can be taught in some ways, taking for example students who have ADHD (Attention-Deficit Hyperactivity Disorder). Pokrivčáková (2015) states that there is a methodology that can be implemented in teaching ADHD students, that is the 'FIRST' methodology. 'F' means fun, which the educational activity are realized through game or competitions. 'I' mean Individualism, the teaching-learning activity should be interactive and activities with a lot of movement. 'R' means rules, the teacher should give the positive command when the students do a mistake. 'S' means simplicity, the teacher should give simple instruction when giving a task. 'T' means time management, the teacher should give instruction first to the students before starting the teaching-learning activity. That methodology can be implemented for the English teacher when teaching students with special needs in an inclusive classroom.

Head of Ministry of Education and Culture of Kediri has issued a regulation that students with special needs can study with other regular students in regular schools and they have chosen 18 regular schools where accept students with special needs, while children with disabilities should receive special treatment depends on their needs. Children with special educational needs are placed in one of the following settings such as ordinary classes in mainstream primary or post-primary schools, special classes in mainstream primary or post-primary schools, and also special

schools. In all of the above settings, children with special educational needs can be provided with an appropriate and different school curriculum (National Council for Special Education, 2014). Related to the phenomenon above, the researcher intended to investigate the teaching strategies, obstacles, and alternative that the English teacher and inclusion teacher applied in a regular school where had students with special needs. The researcher conducted the research at SMP YBPK (Yayasan Badan Pendidikan Kristen Kediri).

REVIEW OF RELATED LITERATURE

Teaching Strategies for Students with Special Needs

There are lot of strategies which are applied by the teacher in teaching learning activity, especially for teaching students with special needs. Mitchel (2008) mentions some several strategies that probably can be applied in teaching students with special needs, such as (1) cooperative group teaching (2) peer tutoring (3) collaborative teaching (4) parent involvement (5) school culture (6) school-wide positive behaviour support (7) indoor environmental quality (8) classroom climate (9) social skill training (10) cognitive strategy instruction (11) mnemonics and other memory strategies (12) reciprocal teaching (13) phonological awareness and phonological processing (14) cognitive behavioural therapy (15) behavioural approaches (16) functional behavioural assessment (17) direct instruction (18) review and practice (19) formative assessment and feedback (20) assistive technology (21) augmentative and alternative communication.

- 1) Cooperative group teaching: Cooperative group teaching (sometimes referred to as *cooperative learning*) involves learners who work together in a small group and helping each other.
- 2) Peer Tutoring: Peer tutoring refers to conditions in which a learner as a tutor will provide a learning experience for another learner as a tutee under the teachers' supervision
- 3) Collaborative teaching: Collaboration can be interpreted as a process in a group of people who have various expertise and combine their resources to produce solutions when facing obstacles over a period of time.

- 4) Parent involvement: Parents take part in supporting and educating students with special needs.
- 5) School culture: Creating a positive school culture that involves implementing and developing goals for the school.
- 6) School-wide positive behavior support: is a supportive approach in building school capacity to deal with a variety of behavioral challenges.
- 7) Indoor environmental quality: Involves physical forms of environment that can optimize students' abilities.
- 8) Classroom climate: is a multicomponent strategy comprising the psychological features of the classroom.
- 9) Social skill training: a strategy that helping students to establish and maintain positive interactions with others.
- 10) Cognitive strategy instruction: some ways of assisting students to acquire cognitive skills.
- 11) Mnemonics and other memory strategies: a method that can improve students' memory in various ways, including school lessons.
- 12) Reciprocal teaching: teaching students through guided practice, increasing reading comprehension starting from predicting, clarifying, questioning and summarizing text.
- 13) Phonological awareness and phonological processing: *Phonological awareness* is an oral language skill that involves the ability to notice, reflect upon and manipulate (move, combine and delete) the individual sounds in words. *Phonological processing* is the ability to separate, remember, blend and manipulate speech sounds.
- 14) Cognitive behavioral therapy: the process of changing one's negative mindset or releasing feelings of anxiety / depression
- 15) Behavioral approaches: focus on what happens before or after students engage in verbal actions that might affect their subsequent behavior.
- 16) Functional behavioral assessment: the procedure used in determining the purpose of unwanted behavior
- 17) Direct instruction: directives / teachings from teachers that are direct and systematic based on the learning plan

- 18) Review and practice: Review and practice require planning and supervising opportunities for learners to encounter the same skills or concepts on several occasions.
- 19) Formative assessment and feedback: is a combined strategy in which you: (1) probe for knowledge within lessons (2) give frequent feedback to learners and (3) adjust your teaching strategies, where necessary, to improve learners' performances.
- 20) Assistive Technology: utilization of technology in developing student abilities.
- 21) Augmentative and alternative communication: strategies used to help students communicate with others.

Students with Special Needs

There are some characteristics of students who have special needs. (NASET, 2005) mentions and defines characteristics of students who have special needs in some criteria depends on disorder in learning lessons such as (1) Academic Achievement Deficits (2) Reading Deficits (Dyslexia) (3) Math Deficits (Dyscalculia) (4) Written Expression Deficits (Dysgraphia) (5) Language Deficits (6) Disorders of Attention (7) Achievement Discrepancy (8) Memory Deficits (9) Cognition Deficits (10) Metacognition Deficits (11) Social–Emotional Problems (12) Nonverbal Learning Disorders (NLD) (13) Motivational and Attribution Problems (14) Perceptual Deficits

Inclusive Education

Stubs (2002) defines that Inclusion or Inclusive education using a different approach in identifying and trying to solve the obstacles that arise in the school. Thomas, *et al* (2016) states there are 2 kinds of inclusive education such as inclusive education for non-disabled students and inclusive education for students with special needs. Although there 2 kinds of inclusive education, but those have similar purpose, inclusive education support a student's academic attainment. Another experts' opinion, inclusive education has their own rules, they do not have to follow regular rules. Kronberg (1992) he states that Inclusion/inclusive education is not defined when students always spend school time in the general class, students have never received

instruction in small groups or large groups, or when students are in the general education class who study or apply the core curriculum only. Therefore, inclusive education must be distinguished from regular schools, on the other hand, there are still countries that apply the regular system to inclusion systems. In some countries, inclusive education is still largely regarded as teaching and approaches in serving children with disabilities in general education settings. However, this is increasingly seen more broadly as a reform that responds to diversity among all students (Mitler, 2005).

Inclusive education is supported by schools that are suitable and effective for students with special needs. Learning First (2015) defines effective schools are inclusive and utilize diversity. In these schools, staff always apply family knowledge and expertise, they work proactively and wisely, and the school community allows all students to reach their potential other professionals. Reyes, Hutchinson, & Mary (2017) also defines that an inclusive classroom places students with special needs in the regular classroom with appropriate in class support. In other words, inclusive students can take lessons in regular classes, provided they also have to be taught in special classes.

Inclusion Teacher

Teachers are recognized as persons who play a significant role in the process of delivering special and inclusive education on the (Warnock, 1978). In teaching students with special needs, needed some teachers' roles in order to the teaching learning activity becomes effective in an inclusive class. Tyagi (2016) mentions some teachers' roles in teaching students with special needs such as (1) Identifying students with special needs in class (2) Referring disability students identified to experts for further examination (3) Accepting students with special needs (4) Developing and applying positive attitudes between normal students and students with special needs (5) Saving disabled students to a more comfortable place (6) Overcoming architectural obstacles wherever possible so that students with special needs move independently (7) Involving students with special needs in almost all activities in the classroom (8) Making appropriate adaptations in curriculum transactions so that students with learning disabilities are according to their abilities (9) Preparation of teaching aids /

adaptation of teaching aids that will help students with learning disabilities (10) Guidance and counselling for parents and community awareness programs through school activities (11) Working closely with medical and physiological teams, social work, parents and teachers specifically (12) Construction of achievements and diagnostic tools (13) Adaptation in an evaluation for students with special needs (14) Provide improvement instructions to students who need them.

RESEARCH METHOD

Research Design

The research method of the study was qualitative research which described a phenomenon in an environment, the qualitative research has approached such as narrative research, case study, ethnographic, grounded theory, historical, phenomenological research and document analysis (Ary *et al.*, 2010). Another definition, a qualitative research was used for researcher interests in investigating the reason for human behaviour or called motivation research, it aimed at discovering the underlying motives and desires (Kothari, 2004).

Case study was used in the study which investigated a single unit to produce an in depth description of a single unit that could be a group, an individual, a site, a policy, a class, a program, an institution, a process, or a community (Ary *et al.*, 2010). The study conducted an English teacher and an inclusion teacher who taught special need's students. The study investigated the teaching strategies of each teacher when the special need's students were joining in a class session

Location and Research Subject

The study was conducted at SMP YBPK Kediri which was located in an urban area. The participants of this study were an inclusion teacher and an English teacher who taught the special needs students. There were some reasons why the researcher selected SMP YBPK Kediri as a subject. First, the school had several special need's students. Second, the school had rules to mix students with special needs with regular students in a class. Third, SMP YBPK had some inclusion teachers.

Data Collection

The study used interview and observation as an instrument of data collection which is displayed in table 1.

Table 1. *Data Collection and Research Instrument*

No	Research Question	Form of Data	Method of Data Collection	Research Instrument
1	What strategies do the teacher and the inclusion teacher implement in teaching special need's students?	Teacher's strategy (word)	Interview Observation	Field note Interview Guide Observation checklist
2	What are the obstacles that the teacher and the inclusion teacher finds in implementing the teaching strategies?	The obstacle found (word)	Observation Interview	Field note Observation checklist Interview Guide
3	How do the teacher and the inclusion teacher handle the obstacles?	Handling obstacle (word)	Observation Interview	Field note Observation checklist Interview Guide

Research Instrument

Qualitative deals with data that are in the form of words or pictures rather than numbers or statistics, therefore the study used the supporting instrument to gain the information such as field note, observation checklist, and the interview guide. Based on the description, the researcher decided two kinds of instruments of data collection, those were observation and interview.

Interview

There are 3 kind of interview such as structured interview, unstructured interview, and also semi-structured interview. Structured interview refers to the interview which is scheduled for the specific purpose of getting certain information from the participants, each participant will be interviewed in the same question, but with some latitude in the sequences. Unstructured interview refers to interviews in

which a conversational type of interview in which the question arise from the situation. Semi-structured interview is the interview in which the area of interest is chosen and the questions are formulated but interview may modify the format or question during interview process. Therefore, the researcher used semi-structured interview, the researcher asked the question which structured before and possibly explore more necessary depended on the situation, and the question was formulated by the researcher in the form of open ended question related to the purpose of the study. In order to make the participants were comfortable, the researcher used a personal interview which asked the question related to the teaching strategies directly to the participants or interviewee. Personal interview method required a person known as the interviewer asking question generally in face to face contact with other person or persons (Kothari, 2004).

The study interviewed the English teacher and inclusion teacher about implementing their strategies in teaching English for special needs' students. Not only asked what teaching strategies, but also the researcher interviewed the teachers' obstacles when implementing the teaching strategies and also how to handle or their alternatives to face the obstacles.

Observation

The study used non-participant observation which the researcher did not take apart, the researcher only listened and watched the situation was being observed (Frankael, 2009). Therefore, the research observed the English teacher and inclusion teacher's strategies in teaching special need's students while teaching-learning activity in the classroom. To support the observation activity, the researcher used field notes and observation checklist to write the additional information which probably important to complete the data result. The researcher also utilized video recorder which was used to record the teaching-learning activity and the result of the recorder could be used to support and help the researcher in analyzing the data.

Under observation method, the information is sought by way the investigator's own direct observation without asking from the respondent (Kothari, 2004). Therefore, when the researcher observed the English teacher and inclusion teacher's teaching

strategies, the researcher did not need to ask questions or interfere the course of the lesson, so the observation was purely from the classroom activity.

Procedure of Data Collection

This step, the researcher described the procedure of data collection. First, the researcher prepared some instruments which were needed such as an interview guide, field notes, observation checklist, video recorder and also a tape recorder. Second, the researcher asked permission to the English teacher and inclusion teacher to join and observe the teaching-learning process. Second, the researcher interviewed the English teacher and inclusion teachers to obtain information about strategy that would be used in the classroom, the researcher recorded while interviewing the inclusion. Third, the researcher observed the classroom activity to clarify the interview result, the researcher used field notes and observation checklist during observing. After that, the researcher analyzed the data which had been obtained. The steps of collecting data are displayed by the researcher in table 2.

Table 2. *Procedures of Data Collection*

No	Activity	Participant	Instrument	Description
1	Interview	<ul style="list-style-type: none"> •Teacher •Inclusion teacher 	<ul style="list-style-type: none"> •Field note •Interview guide 	<ul style="list-style-type: none"> • Researcher interviews the teachers before teaching-learning activity • Researcher interviews the teachers about the lesson plan, media, and also the teaching strategies
2	Observation	<ul style="list-style-type: none"> •Teacher •Inclusion teacher 	<ul style="list-style-type: none"> •Field note •Observation checklist 	<ul style="list-style-type: none"> • Researcher joins the classroom and records the teaching-learning activity • The researcher observes and takes note while the teachers implementing teaching strategies
3	Data analysis		<ul style="list-style-type: none"> •Field note •Observation checklist 	<ul style="list-style-type: none"> • The researcher analyzes the data obtained

Data Analysis

In this phase, researchers analyzed the data and information that had been obtained from observation and also interviews, researchers processed the information related to the objective of the study. This study used data analysis which is described

by Miles and Huberman, (1994), there are data reduction, data display, and also conclusion drawing and verification

1. Data Reduction

The data reduction refers to the process of focusing, selecting, simplifying, abstracting, and transforming the data which has purposes to reduce unimportant data or compressed important data, the next step is data display.

2. Data Display

The data information which has been arranged in integrated easy to be understood, and it deals with the organizing and comprising information which permits in drawing conclusions and taking action.

3. Conclusion Drawing

This stage deals with findings which are concluded related to the researcher's data collected from displayed data.

Triangulation conducted by the researcher in order to make the data valid. The data which were collected from interview and observation had been analyzed and checked to become like the same result. According to Huberman (1994) states that triangulation has five kinds such as triangulation by data source, method, the researcher, theory and data type. The data which were collected at different times, or different places, or different persons. In this study, first triangulation was the researcher collected data from different classes, different times, different persons who were the teachers and students, the second process was done by crosschecking the result from observation in the classroom, interviews the teacher the students. More detail of data analysis can be seen in table 3.

Table 3. *Data analysis of the study*

No	Activity	Description
1	Data Collection	<ul style="list-style-type: none">Collecting data and information through interview and observation
2	Data reduction	<ul style="list-style-type: none">Reading and hearing interview result from notes and audio recorderTranscribing data from interview resultSelecting the data/main information which is importantly related to the objectiveWatching video record

3	Data display	<ul style="list-style-type: none"> • Selecting and combining the data with interview result • Describing the data which have been reduced related to the study • Displaying the data result into descriptive text and table
4	Conclusion drawing	<ul style="list-style-type: none"> • Giving conclusion and verification the researcher's data collected from displayed data

Trustworthiness

Trustworthiness is a creation of how good a qualitative study is. Each aspect of trustworthiness has a parallel which the quantitative research criteria such as:

- 1) Credibility, which parallel internal validity, means how believable are the findings?
- 2) Transferability, which parallel external validity, means do the findings apply to another context?
- 3) Dependability, which parallel reliability, means are the findings likely to apply at other times?
- 4) Confirmability, which parallels objectivity, means has the investigator allowed his or her values to intrude to a high degree?

The study will used 2 kinds of trustworthiness, those were credibility and also confirmability. In credibility, the researcher used two or more tools for data collection such as observation and also interview. In confirmability, the researcher used audio and also video recorder in order to display the data result that had been collected, it made the data result was not subjective.

RESEARCH FINDINGS

This chapter clarifies the research finding dealing with the teaching strategies for students with special needs in the inclusive classroom at Junior High School of YBPK (SMP Yayasan Badan Pendidikan Kristen Kediri). The findings are presented in the following discussion.

Types of Students with Special Needs

Based on the data result, the researcher found some types of students with special needs whom taught by the English teacher and inclusion teacher in a

classroom where mixed with regular students. There are 2 classes where the researcher conducted the research such as grade 7 and grade 8. In each class, there were several students with special needs who have different needs. The table below shows the students data from those classes. Table 4 shows data students of grade 7 where the class consists of 15 students. There are 4 students are students with special needs, and others are regular students. The four students with special needs have similar needs, namely slow learner or academic achievement deficits, therefore they have weaknesses in academics area.

Table 4. *Students' data of grade 7*

No	Name	Weaknesses
1	AZ	Academic Achievement Deficits
2	BSAN	Academic Achievement Deficits
3	BHH	-
4	CCKP	-
5	DP	Academic Achievement Deficits
6	DAH	-
7	EP	-
8	HOV	-
9	IPS	-
10	RMH	Academic Achievement Deficits
11	YS	-
12	DHKP	-
13	SWS	-
14	YIH	-
15	MRA	-

Based on the table 2, grade 8 has 12 students consist of 5 students with special needs and 7 regular students. Some of students with special needs had different need such as academic achievement deficits, emotional and behavioral disorder, autism, and also down syndrome. There were two students who had academic achievement deficits in the class, there were also 2 students who had emotional and behavioral disorder, there were 1 student who had down syndrome, and one more student had autism. students with special needs' data from grade 8 can be seen in the table below.

Table 5. *Students' data of grade 8*

No	Name	Weaknesses
1	A	-
2	AR	Emotional and behavioral disorder
3	CAPT	-
4	PS	-
5	S	-

6	ZAP	Down syndrome
7	ASH	-
8	MKZN	Academic Achievement Deficits
9	OPW	-
10	FAM	Autism, emotional and behavioral disorder
11	NSNF	Academic Achievement Deficits
12	AP	-

Teachers' Strategies in Teaching Students with Special Needs.

Based on the data result that the researcher found, there were two teachers in a classroom where the regular students and students with special needs were mixed, they were English teacher and also inclusion teacher. The English teacher taught both students while the inclusion teacher accompanied the students with special needs during teaching learning process in the classroom. Both teachers had their own strategies in teaching students with special needs depends on their needs and the situation happened. The further explanation is presented in the following discussion.

Direct Instruction

One of strategies that the English teacher applied in teaching students with special needs was direct instruction. It was showed from interview result and also observation result.

Direct instruction was applied to make the students were able to read some vocabularies or sentences correctly, including for regular students. Not only reading, but also the English teacher showed how to write to all students, the teacher gave some examples to the students then the teacher asked them to write similar sentence with different subjects. The teacher preferred to apply direct instruction, because the teacher assumed that 'teacher center' is more suitable to be applied in the classroom where has students with special needs. The result can be proven in the interview result below.

For reading, we give an example first and also how to read, after that I ask them to repeat. We still use teacher centre, because if we use another method, it doesn't work, and there is no any interaction. For writing, we give a simple exercise such as daily activities, around 5 activities. We give then an example in blackboard, then I ask to them to write with another subjects
(Interview I/L 34-39)

Other evidence can be seen from the results of observations conducted by researcher during English lessons took place. The teacher tried to give a direct instruction to do the task on the blackboard. First, the teacher gave an example sentence on the blackboard, then the teacher asked all students to replace the subject became 'I' to the sentence directly.

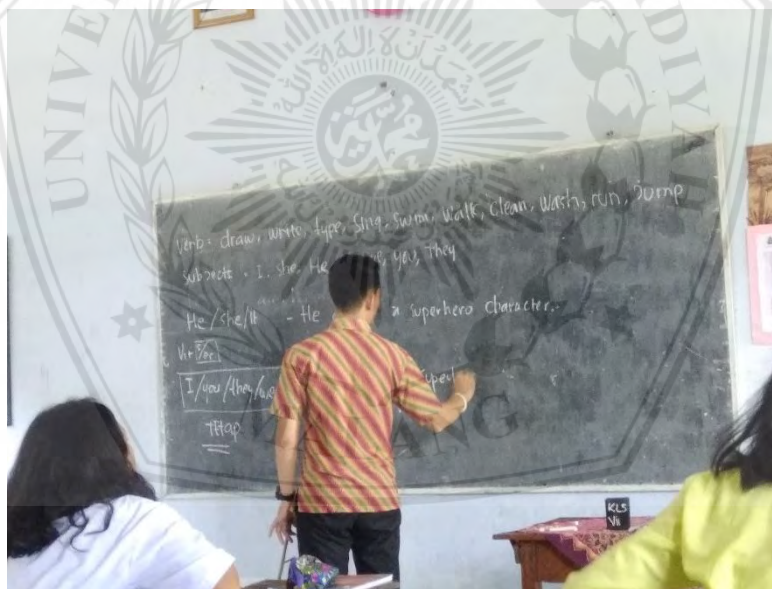
T : Now I will give you an example, He draws a superhero character, please change the subject into 'I'

AS : I draw a superhero character

T : Okay, then change the character into 'he'

AS : He draws a superhero character (*Observation 1/L 69-73*)

The results of the observations can also be seen in the picture below. It appeared that the teacher wrote a sentence, after that the teacher wrote the answer from the students to the blackboard after asking the students. The picture can be seen below.



Picture 1: the teacher wrote the student's answer

Another observation that shows direct instruction strategies was when the teacher showed a real object / their friends as an example of comparative. The teacher compared the differences in the height of the two students, after that the teacher gave an example of a comparative sentence, then the teacher asked all students to give another sentence that relates to the previous sentence. In that moment, the teacher did not only ask the task to the regular students, but whole

students including students with special needs. The results of observations can be seen below.

- T : So the sentences is...Bumi is older than Puji (while writing on the blackboard)
T : The second sentence?
AS : Puji is younger than Bumi
T : Okay, good, Puji is younger than Bumi (while writing on the blackboard) (*Observation III/L 290-294*)

The results of the observation shows in the picture 2. The picture shows that the teacher asked 2 students to come to the front of the class as an example of making a comparative sentence. The teacher gave an example about the comparison of the height between the two students. The strategy was not too effective, because not all students could answer correctly, the researcher also found some students who did not answer the question.



Picture 2: the teacher gave an example of comparison

Peer Tutoring

Another strategy that the English teacher applied to the classroom with students with special needs was Peer Tutoring. The teacher asked the regular student to help the students with special needs to write a word. The conversation can be prove in the observation below.

- T : Yes using 'f', I will send you back to kindergarten if u cannot write 'f' (joking), la lala, come here, tell him how to write 'f'
S5 : Hahaha, I think she also cannot write, sir

- T : Hmmm..
 S7 : Okay, sir.
 S7 : Word 'f', lex, like this one (while writing word 'f')
 T : hmmm see, lex?
 S5 : Hehehe, yes, sir (*Observation II/L 128-135*)

From the observation result above, the teacher asked the regular student to help the students with special needs who could not distinguish a word between 'v' and 'f', then another students with special needs helped him to write that word on the blackboard. The strategy was effective to the students with special needs, therefore the teacher trained them to teach other disabled friends. The phenomenon can be seen in the picture below.



Picture 3: the student with special needs explained the letter to her friend.

Cognitive Strategy Instruction

Another strategy that the teacher applied was Cognitive Strategy Instruction. The teacher tried to make the students understood the materials easily by using real media or objects which was available in around the classroom. The result can be seen in the interview result below.

For the step, first I will give the question, then give examples like what kind of adjectives and nouns. If there is a dictionary we will use it, if not, whatever is in the room, that is what we will use, so we immediately use the real situation, there must be a lot of things / items in the classroom. Adjectives will depend on them too, so

the nature of our student is used, because of limited facilities.
(Interview III/L 167-172)

Interview result is proven by the observation. In this observation, the researchers found one of phenomenon that showed cognitive strategy instruction. The teachers used students as an object to explain comparative material. The teacher tried to make students understand easily by using the media, and invited students to discuss based on the material being taught. The observation can be seen below.

- T : Okay guys, we have 2 persons here, so what can u see? I mean the significant different of 2 students here.
AS : *Tinggi* (height), sir
T : So, we use ... Height (while circling the word)
T : So who is taller?
AS : Puji
T : Yes, Puji, so Bumi is
AS : *Pendek* (shorter)
T : So, *tinggi* can be translated become ..Tall (*Observation III/L 259-267*)

Another observation, when the teacher taught the students with special needs about comparative degree by using real media such as a chalk and also a bottle, those objects were used to show the differences between those objects, therefore the students could see and understand the materials easily. This strategy was also effective for the students with special needs, he directly understood what the teacher was explaining by showing the real object as an example in front of him. The observation result can be seen below.

- T : A bottle is bla bla bla than a bla bla bla
T : Okay, here there is a bottle and ..
S10 : Chalk
T : Yes, chalk, so which one is bigger? Bottle or chalk?
S10 : Bottle
T : Which one is taller?
S10 : Bottle (*Observation III/L 341-347*)

The result of observation above can be proven in picture 4, it appeared that the teacher was giving an example to a student with special needs about the comparison between a chalk and a bottle. The picture can be seen below.



Picture 4: the teacher showed an example of comparison

Cooperative Group Teaching

The next teaching strategy that the teacher applied was Cooperative Group Teaching. The teacher made some groups which had both regular and students with special needs in order to all students could have interaction each other. The following observation data shows the situation of cooperative group teaching.

T : Okay, students who do not bring dictionary, please join with other students who bring dictionary.

T : Now, please find 10 verbs in the dictionary, and then translate it into Bahasa. So, each group has different answer, because each of you has different idea

T : Come on, discuss with your group, any verb that your friend finds, collect into one group, that is the function of grouping, do not let only one student will find the word, if only one student find the verb, I should not have divided you into some groups.

(Observation I/L 39-47)

From the observation above, the teacher made some groups, and the teacher asked to each group to find some vocabularies in dictionary, then each member should have a vocabulary and collected into one group. In that moment, the teacher did not distinguish the students, both regular and students with special needs were in one group. The activity can be seen in the picture 5 below.



Picture 5: the teacher divided the student in some groups

The strategy was not too effective, because the researcher found some students were not trying to find the vocabulary, and the teacher also divided the group randomly, so there was still a group which contained of students who had low achievement, and there was no interaction between students.

Based on the interview result, the inclusion teacher also applied cooperative group teaching. During teaching learning process, the teacher gathered the students with special needs into a group, in order to know what the each student's needs when the teacher was explaining the materials in front of class, likewise when the teacher gave some exercise to all students, the inclusion teacher could monitor and help the students with special needs to do the exercises, and perhaps the students with special needs could help each other in that group. The interview below shows the inclusive applied the cooperative group teaching strategy.

So I sit between them, indeed my chair is set aside, my desk is in shape 'L', and then I sit between them, so I can see them in front and beside me. There are different needs, for example math, other students with special needs probably can follow the teacher, but who can't, I will give a question deals with their abilities, for example the theory of Pythagoras, who don't understand, I give simple multiplication questions, there are additions and distributions (*Interview II/L 145-151*)

Based on the interview result above, it shows that the inclusion teacher tried to make the students with special needs were able to understand the materials explained and the exercises given by sat between them, in order to be closer with

them, therefore the teacher directly known what probably the students did not understand the materials, then the teacher could re-explain the materials with more simple explanation.

Another proof that shows cooperative group teaching strategies can be seen in the picture 5. The picture shows that the inclusion teacher sat near with the students with special needs in order to be able to control during the teacher explained and gave some exercises, then the inclusion teacher would be easier to train each of them to finish the exercise given from the English teacher. This strategy was also effective for students with special needs, not only inclusion teacher explained to them, but also fellow them. In one group, they could interact and discussed together about the material taught and could work together with each other when given the task in the picture also proves that the inclusion teacher gathered all students with special needs in a group.



Picture 6: the inclusion teacher explained the materials

Collaborative Teaching

The last teaching strategy that the teacher is applied was collaborative teaching which the English teacher collaborated with inclusion teacher in teaching learning process in the classroom. English teacher explained the materials and give

some exercises to all students after that, the English teacher came to each students to check their work, while the inclusion teacher helped the students with special needs to do the exercises. It can be seen in the interview result below.

Yes, inclusion teacher, so I teach and explain the materials to them then they do the exercise while I check, inclusion teacher helps students with special needs to do the exercise, but yeah it is hard because they are difficult to be controlled in the classroom, so when teaching learning process, sometimes they go around, come inside to the head master's room, and when the gate's school is opened, they will go out of the school. (Interview I/L 50-56)

In this case, the teacher collaborated with inclusion teacher in order to be easier in controlling the students, because the students with special needs sometimes interfere another students during teaching learning process, therefore the English teacher needed the inclusion teacher to handle the students with special needs. The phenomenon can be seen in the picture below



Picture 7: the inclusion teacher handled the students with special needs

Based on the picture, it shows that the English teacher collaborated with inclusion teacher to control the students with special needs during teaching learning activity. The inclusion teacher watched and handled the students while the English teacher explained the materials in front of class. This strategy was very effective,

because regular students could more focus in understanding the material explained without worrying, and the students with special needs also could get a direct explanation from inclusion teacher if there was one of them did not understand the material was being explained.

The Obstacles of Teaching Students with Special Needs

In teaching lessons in the class, the teacher would certainly get obstacles during the lesson, including teaching students with special needs. There are several obstacles that occur when English teachers taught in the class with inclusion teachers. First is mood, based on the interview result below, the teacher sometimes found the students with special needs who had different mood.

The first obstacle is the facilities. Second, we will be like in a new place every day in each lesson, because their mood always change, taking for example, the first lesson they will follow the instruction given, then after other teacher teaches them, their mood will be different, something like that. When we have already prepared the material then the fact is not like what we have expected before, so we should make improvisation depends on the situation happened, moreover we are given only an hour, it's about 40 minutes, and at least they can do an exercise in 20 minutes. I ever asked them to prepare the lesson before teaching learning process, then after I started the lesson and gave them some exercises after explaining, it didn't work, only one or two students who understood the materials, and the other didn't.
(Interview I/L 62-74)

Interview result above shows the teacher faced the obstacles. There was a student who was no mood to listen the material that the teacher explained, finally she slept. It can be seen in the picture 6 below.



Picture 8: the student with special needs slept during teaching learning activity

The inclusion teacher also faced similar obstacles when teaching or accompanying the students with special needs such as students felt bored, lacked of focus, and less attention. The information was obtained from interview result below.

The problem is sometimes the students get bored, lack focus, less attention. There are some students who are interested in the media, but when they don't understand or get confuse, finally they will get angry. (*Interview II/L 136-139*).

Another obstacle that the teacher found was the students with special needs could not write well, in that moment the students could not distinguish letter between 'v' and 'f' when the teacher asked him to write down an adjective on the blackboard. The phenomenon was obtained from the observation result below.

- T : Hey lex, what is that?
 S5 : *cantik* (beautivul), sir
 T : Is that correct?
 AS : No. sir
 T : lex, beautiful, using 'f' not 'v'
 S5 : Yes, sir, using 'f' isn't it?
 T : Yes using 'f', I will sent you back to kindergarten if u cannot write 'f' (joking), la lala, come here, tell him how to write 'f'. (*Observation II/L 122-129*).

The Alternatives of Teaching Students with Special Needs

Based on the data found by the research, there are several alternatives which was used by the English teacher and also inclusion teacher in facing obstacles during teaching students with special needs. From English teacher, he coordinated with inclusion teacher to handle the students with special needs during teaching learning activity

To handle it, we need help to inclusion teacher, we coordinate with inclusion teacher, I will handle other students. Seating for students with special needs are distinguished from regular children, because I'm afraid that students with special needs will interfere other students. (*Interview I/L 80-83*)

Based on the interview above, it shows that the teacher wanted to collaborate with the inclusion teacher in handling students with special needs, because sometime the students with special needs interfered and disturbed other students during teaching learning activity and sometimes they were not pay attention when the teacher explained, therefore, with the inclusion teacher, the students with special needs could be handled and also other students could focus when the teacher explained the materials in front of class and the English teacher did not need to be worry in explaining the materials.

In the picture 4 below shows that the inclusion teacher tried to remind one of students with special needs when she did not pay attention or slept during the English teacher explained the materials.



Picture 9: the inclusion teacher reminded the students with special needs

From the inclusion teacher, the alternative when she faced obstacle in teaching students with special needs was tried to be them such as behavior. It would be done in order to know their world. The information was obtained from the interview result below.

It is same, with an approach, entering into their world, sometimes my behaviour is like them, sometimes other teacher said that I am the real inclusion teacher, because the teacher is also disabled, I do that in order to be closer and know what they want. (Interview II/L 124-127).

Another alternative was lowered the standard. When the students with special needs could not understand well about the materials which the English teacher explained, the inclusion teacher would re-explain the material with another example which easier to understand or gave some simple questions to encourage their understanding related to the materials. The information data can be seen in the interview result below.

Depends on their needs, for example when I want to show nominal money. If in the classroom, it still uses students' book but the standard is still lowered. Sometimes the students with special needs can understand the material today, then the next day they can't. It's not stable. (Interview II/L 129-133)

DISCUSSIONS

In this section, the researcher presents the discussion of the research findings. The research findings various strategies applied by the English teacher and inclusion teacher in teaching the students with special needs such as direct instruction, peer tutoring, cognitive strategy instruction, cooperative group teaching, and collaborative teaching. The research findings were analyzed through established theories and compared with the previously research findings.

The findings of this study showed that the English teacher and inclusion teacher applied reveal numerous strategies in teaching students with special needs. The result from interview, classroom observation showed that in teaching students with special needs, it is necessary to have cooperation between students with special needs and regular students, they must be put together in one class so that they can adapt to other students and give the effect of cooperation in doing assignments, and for the materials, they were given an equal material , although sometimes there were still students with special needs who did not really understand the material, therefore the inclusion teacher was needed to guide and accompany them during teaching learning activity. This study was the similar as the previous study that was conducted by Pandurean (2014) she conducted the research by combining students with special needs with regular students into one class, and they were taught the same material, the difference in her research was using varied and more interesting teaching media, while in the study, the teacher only used the media that was available in the class including the students themselves.

English teachers also applied peer tutoring strategies, which the teacher did not directly explain or provide assistance to students in explaining or completing assignments. But the teacher asked other students to explain or provide assistance in complete the assignment given by the teacher. This strategy was also applied by the research from Christina, *et al* (2009) their research conducted a teacher who tried to use peers from students with special needs to help code the text during reading activities.

The next strategy applied by the English teacher is collaborating with inclusion teachers, which the position of the English teacher was to explain the

material to all students and check students' assignments, while the inclusion teacher accompanied and controlled students with special needs who might not understand the material explained by the teacher. The strategy was also applied in research from Nurul (2017) she conducted the research in the school where applied regular teacher collaboration with inclusion teachers in teaching students with special needs in the classroom, the difference was that in her research, there was the term 'shadow' who supervised students with special needs.

Other strategies applied by both the English teacher and the inclusion teacher were cooperative group teaching/learning, which the teacher tried to unite all students in doing group assignments. It would produce different thoughts or assumption, and students with special needs would be able to adapt to other students like regular students, and indeed from the results of observation, English teacher did not distinguish the students when working in groups. This strategy was effective in Pandurean (2014) she found that all students loved working in pairs and groups and regular student appreciated the interactive activities performed with the teacher.

The study found several variations of teaching strategies and also the obstacles. English teacher and inclusion teacher faced similar obstacles in teaching students with special needs such as unstable mood, difficult to manage students, students who were difficult to distinguish a letter, and the most dominating ones were students with special needs who had weak of cognitive areas. The obstacles also happened in Nurul (2017) she found that the obstacle came from the large number of children with special needs in class, thus, it inhibited the teacher in compiling individual learning programs and providing infrastructure. In this phenomenon, the alternative to handle was the regular teachers and inclusion teachers opened to each other with opinions and problems faced, so that the teachers could share the obstacles faced when teaching the students.

CONCLUSION

Based on the findings and discussion, the researcher concludes that there were 3 classes in the SMP YBPK Kediri, but the researcher only conducted 2 classes such as grade 7 and grade 8. In grade 7, there were 15 students and had 4 students with similar need, those are the academic deficit. Then grade 8 had a total of 12

students, and there were 5 students with different needs, namely academic achievement, emotional and behavioral disorder, autism, and also down syndrome.

The researcher found various kinds of teaching strategies applied by the two teachers based on interview and observation, English teacher and inclusion teacher. English teachers applied 5 strategies in his class without distinguishing students, first was direct instruction where the teacher applied the strategy when asked students to make sentences directly on the blackboard after the teacher gave an example. Second, peer tutoring, this strategy was applied when there was a student with special needs who could not distinguish between 2 letters, at that time the teacher did not directly informed the students, but the teacher asked other students to explain. Third, cognitive strategy instruction, the teacher applied this strategy when the teacher assured the students to understand about comparative degree, the teacher used their friends as the media, and asked all the students about the differences between the two students. Fourth, cooperative group teaching, the teacher applied this strategy when asking students to find some verbs in the dictionary, and each student in the group must find at least one verb and they must work together in one group, and after that the results were collected into one group. The last, collaborative teaching, English teacher collaborated with inclusion teacher when teaching in the classroom, English teacher would explain the material in front of the class, while inclusion teacher accompanied students when there were students with special needs who did not understand the material, inclusion teacher would re-explain again with simpler explanation. For inclusion teacher, she applied cooperative group teaching in every lesson, the teacher gathered students with special needs into one bench, so inclusive could monitor them easily when they were difficulties understanding the materials or doing the assignment.

Based on the results of observation and interview, researchers also found obstacles faced by the two teachers, first was the mood, there was a student with special needs who was not in the mood when the lesson took place and finally she slept, then the English teacher asked for help from the inclusion teacher to handle her. The obstacle was also experienced by inclusion teacher, therefore inclusion teacher tried to be like them to approach them. Second, the students found difficulties to understand the materials, based on the observation, there was a student with special

needs who felt difficult to distinguish letters 'f' and 'v', after that the teacher tried to ask other students to explain. Inclusion teacher also often experience the obstacle when the students did not fully understand the material being taught, therefore inclusion teachers reduce the learning standard.

SUGGESTION

Based on the conclusions, the suggestions that can be given by the researcher are as follows.

1. School institutions, probably the school can provide a variety of infrastructures or instructional media that are interesting and suitable for the students with special needs, so that they can be motivated to study harder and will be more enthusiastic in attending the lessons.

2. English teacher and Inclusion teacher, probably the English teacher can improve collaboration with inclusion teacher in educating students with special needs and also the teachers may collaborate with their parents, so that the teachers will know more about the characters of their students through information on the students' activities at home and also how to control them when they have problems based on the experience of their parents. Teachers also can bring teaching and learning activities outside the classroom, therefore the students will not get bored to learn lessons.

3. Further researcher, based on the results of this study, probably the further researchers who are interested in the similar with this study, can use this study as a reference, and probably future researchers can conduct the research of students with special needs at higher levels of school such as senior high school

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APPENDICES

Appendix-1. Interview Guidance for the Teachers

Time :

Day/Date :

Introduction

- 1) Are you supposed to work with only 1 student or do you offer assistance to other students in the class as well?
- 2) When do you treat your students? At the rest? Or after class?
- 3) What kind of difficulties or disabilities do your students have?
- 4) Are you enjoying in teaching students with special needs?
- 5) How long have you been teaching students with special needs?

Teaching strategy

- 6) What material will you teach today?
- 7) What skill will you focus on your teaching today?
- 8) What strategies do you apply in teaching the material?
- 9) How your steps of teaching learning activity do you apply depends on your strategy?
- 10) What kind of teaching media do you use to support your teaching strategy?
- 11) Will you collaborate with other teacher?

Obstacles

- 12) Do you find some obstacles when teaching students with special needs?
- 13) What obstacles do you find when teaching students with special needs?
- 14) Are your students very active when studying in the class? Or vice versa?

Handling

- 15) How do you handle when you find some obstacles during the lesson?
- 16) Is your handling effective?

Appendix-2. Observation Checklist

OBSERVATION CHECKLIST

Teacher :

Class Observed :

Date :

Time :

No	Definition	Applied	Comments
1	The teacher prepares the lesson plan (objective, time, material, media, activity)		
2	The teacher provides instructional media during teaching learning activity		
3	The teacher uses language that is easily understood by students		
4	The teacher applies cooperative group teaching		
5	The teacher applies peer tutoring		
6	The teacher applies collaborative teaching		
7	The teacher applies indoor environmental quality		
8	The teacher applies classroom climate		
9	The teacher applies social skill training		
10	The teacher applies cognitive strategy instruction		
11	The teacher applies mnemonics and other memory strategies		
12	The teacher applies reciprocal teaching		
13	The teacher applies phonological awareness and phonological processing		
14	The teacher applies cognitive behavioral therapy		
15	The teacher applies behavioral approaches		
16	The teacher applies functional behavioral assessment		
17	The teacher applies direct instruction		
18	The teacher applies review and practice		
19	The teacher applies formative assessment and feedback		
20	The teacher applies assistive technology		
21	The teacher applies augmentative and alternative communication		
22	The teacher finds obstacles during teaching disabilities students		
23	The teachers provides alternative in handling the obstacles		

TRANSCRIPT OF INTERVIEW RESULT

Interview I

(Tuesday, April 09th, 2019)

English Teacher

Interviewer : In your class, how many inclusive students who are in a class? More than one?

Interviewee : Each class has deferent amount of inclusive students. Grade 7 has 3 students, grade 8 has around 4 students and grade 9 has around 5 students.

Interviewer : So, in grade 7, what kind of disabilities students are in the class?

Interviewee : Actually there are 2 normal students but they have slow response when instruction is given. And there is a students who has been already severe, and she/he should be in the special school.

Interviewer : Do you enjoy when teaching the disabilities students who are joined the other students?

Interviewee : It depends on the material that will be taught, if the material is difficult, needed an inclusive teacher to help them.

Interviewer : How long have you been teaching here?

Interviewee : About one semester

Interviewer : What will you teach today?

Interviewee : For today, the students will do exercise in student's book (LKS) and focus on the reading and writing

Interviewer : What strategy will you apply in teaching learning process in your class with disabilities students?

Interviewee : If u use teaching strategy that I have used in other school, I'm sure it doesn't work. When I use teaching media, the will be enthusiastic, but when I give them a simple question about who and where, they will be confused, not only disabilities students but also other students. Although in this school has regular students, but they can be categorized as a slow learner. So, the only way, we should come to each student's seat and then check their work.

Interviewer : How about the steps?

Interviewee : For reading, we give an example first and also how to read, after that I ask them to repeat. We still use teacher centre, because if we use another method, it doesn't work, and there is no any interaction. For writing, we give a simple exercise such as daily activities, around 5 activities. We give then an example in blackboard, then I ask to them to write with another subjects

Interviewer : What kind of media do you use in teaching learning process?

Interviewee : I often use pictures and videos, if the time is enough, I will show a short movie in English, then I will ask them some questions about characters and also what the actors/actresses do in the movie, then what message that can be taken in the movie. I usually show the movie depends on the material which has relation with the students' book, if it is about simple present, then I will try to find a movie that has relation with simple present tense.

48 **Interviewer** : do you collaborate with another teacher when teaching in
 49 classroom?
 50 Interviewee : Yes, inclusive teacher, so I teach and explain the materials to them
 51 then they do the exercise while I check, inclusive teacher helps
 52 disabilities students to do the exercise, but yeah it is hard because
 53 they are difficult to be controlled in the classroom, so when teaching
 54 learning process, sometimes they go around, come inside to the head
 55 master's room, and when the gate's school is opened, they will go out
 56 of the school.
 57 **Interviewer** : So how do you handle it?
 58 Interviewee : Their classmate and other class will help us to handle the
 59 disabilities students.
 60 **Interviewer** : What kind of other obstacles do you face when teaching in
 61 classroom?
 62 Interviewee : The first obstacle is the facilities. Second, we will be like in a new
 63 place every day in each lesson, because their mood always change,
 64 taking for example, the first lesson they will follow the instruction
 65 given, then after other teacher teaches them, their mood will be
 66 different, something like that. When we have already prepared the
 67 material then the fact is not like what we have expected before, so
 68 we should make improvisation depends on the situation happened,
 69 moreover we are given only an hour, it's about 40 minutes, and at
 70 least they can do an exercise in 20 minutes. I ever asked them to
 71 prepare the lesson before teaching learning process, then after I
 72 started the lesson and gave them some exercises after explaining, it
 73 didn't work, only one or two students who understood the materials,
 74 and the other didn't.
 75 **Interviewer** : What characters of disabilities students are in grade 7? Active or
 76 hyperactive?
 77 Interviewee : 1 active and other 2 are taciturn
 78 **Interviewer** : When the disabilities students have different mood, what kind of
 79 strategies do you apply?
 80 Interviewee : To handle it, we need help to inclusive teacher, we coordinate with
 81 inclusive teacher, I will handle other students. Seating for disabilities
 82 students are distinguished from regular children, because I'm afraid
 83 that disabilities students will interfere other students.
 84 **Interviewer** : is that way effective?
 85 Interviewee : so far it has gone well, because I've mixed the disabilities students
 86 with other students, then other students felt disturbed, disabilities
 87 students like to tease other students.
 88 **Interviewer** : Okay, thank you for the time, sir
 89 Interviewee : Yes, you are welcome
 90

91 **Interview II**
 92 (Tuesday, April 09th, 2019)

93 **Inclusive Teacher**
 94

95 **Interviewer** : How many disabilities students do you handle now ma'am? One
 96 or more students?
 97 Interviewee : More than one student, there are 5 disabilities students
 98 **Interviewer** : Hmm ... what are the needs of each of them?
 99 Interviewee : The needs are different, there are some students who are slow
 100 learners, emotional and behavioural disorders, and dyslexia.
 101 **Interviewer** : What grade are they ma'am?
 102 Interviewee : They are in grade 8
 103 **Interviewer** : for teaching them, do you teach in inside or outside of classroom?
 104 Interviewee : When the lesson takes place, I always accompany them in the
 105 classroom. But every Tuesday and Thursday, there are private
 106 lessons, or I can interpret as a therapy, but I treat it as functional, in
 107 accordance with their needs, for example when he/she are not be able
 108 to button the clothes, cannot put on a belt, something like that.
 109 **Interviewer** : For the academic?
 110 Interviewee : Academic is only in the classroom, but I design the standard to be
 111 lower
 112 **Interviewer** : Do you really enjoy when teaching disabilities students?
 113 Interviewee : I enjoyed it very much, but when the student went berserk, I
 114 couldn't enjoy it, because they were difficult to be handled, like there
 115 was my student who was tantrum, sleeping and wanting to take off
 116 his clothes, whereas she was a woman.
 117 **Interviewer** : How long do you teach your disabilities students?
 118 Interviewee : More than 3 years, almost 4 years
 119 **Interviewer** : What lessons / therapies do you teach?
 120 Interviewee : More functional, to be more independent
 121 **Interviewer** : What strategies do you use when teaching them?
 122 Interviewee : With an approach, it's more like a friend
 123 **Interviewer** : And how about in the classroom?
 124 Interviewee : It is same, with an approach, entering into their world, sometimes
 125 my behaviour is like them, sometimes other teacher said that I am
 126 the real inclusive teacher, because the teacher is also disability, I do
 127 that in order to be closer and know what they want.
 128 **Interviewer** : What media do you use to support in teaching disabilities students?
 129 Interviewee : Depends on their needs, for example when I want to show nominal
 130 money. If in the classroom, it still uses students' book but the
 131 standard is still lowered. Sometimes the disabilities students can
 132 understand the material today, then the next day they can't. It's not
 133 stable.
 134 **Interviewer** : What obstacles do you face when teaching disabilities students? In
 135 the classroom or during therapy.
 136 Interviewee : The problem is sometimes the students get bored, lack focus, less
 137 attention. There are some students who are interested in the media,
 138 but when they don't understand or get confuse, finally they will get
 139 angry.
 140 **Interviewer** : Are your students active or taciturn?
 141 Interviewee : Some are active, some are half, and some are passive of the five
 142 students

143 **Interviewer** : How do you handle when facing some obstacles when teaching
144 them? It's like lack of concentration and others.

145 Interviewee : So I sit between them, indeed my chair is set aside, my desk is in
146 shape 'L', and then I sit between them, so I can see them in front and
147 beside me. There are different needs, for example math, other
148 disabilities students probably can follow the teacher, but who can't,
149 I will give a question deals with their abilities, for example the theory
150 of Pythagoras, who don't understand, I give simple multiplication
151 questions, there are additions and distributions. So yes it's set aside,
152 but it's still in one class, I won't ask them to go outside class.

153 **Interviewer** : Is handling effective according to you?

154 Interviewee : Yes, it is effective

155 **Interview III**

156 (Thursday, April 11th, 2019)

157 **English Teacher**

158
159 **Interviewer** : What material will you teach today?

160 Interviewee : Today we will discuss about vocabulary, so there are several
161 vocabulary words from verbs, adjectives, and nouns to deepen
162 children's vocabulary.

163 **Interviewer** : For grammar sir?

164 Interviewee : So we will practice making sentences like last Saturday.

165 **Interviewer** : What strategies will you apply for teaching in the classroom today?
166 The steps.

167 Interviewee : For the step, first I will give the question, then give examples like
168 what kind of adjectives and nouns. If there is a dictionary we will
169 use it, if not, whatever is in the room, that is what we will use, so we
170 immediately use the real situation, there must be a lot of things /
171 items in the classroom. Adjectives will depend on them too, so the
172 nature of our student is used, because of limited facilities.

173 **Interviewer** : Will you collaborate with the inclusive teacher today?

174 Interviewee : Yes, so inclusion teacher still accompany disabilities students, and
175 I'm sure that the students of grade 8 are still be able to follow,
176 because the inclusive teacher always support them in every material
177 that I taught.

178 **Interviewer** : Okay sir, thank you

179 Interviewee : Okay

180 **Interview IV**

181 (Thursday, May 2nd, 2019)

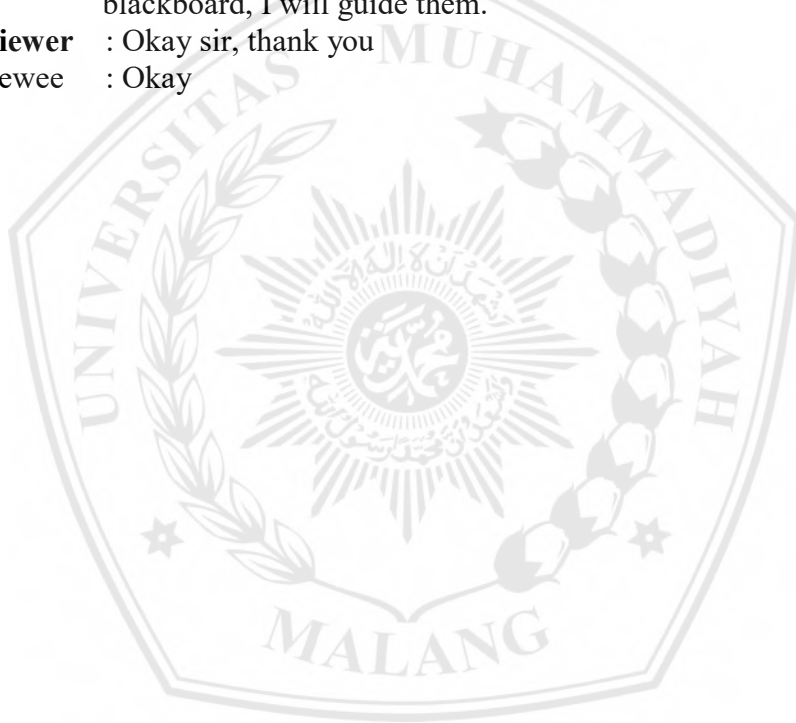
182 **English Teacher**

183
184
185 **Interviewer** : What material will you teach today? And what grade?

186 Interviewee : Today we will discuss with students about comparative and
187 superlative degree in grade 8

188 **Interviewer** : What strategies will you apply for teaching in the classroom today?
189 The steps.

190 Interviewee : So, I will use all students in that class as a media to explain the
191 materials. First, I will divide class into 3 groups, after that I will ask
192 each of them about name, age, and height, then I will chose 2
193 students who have significant different, like different height, after
194 that I will ask all of students to translate together about those
195 students. After explaining, I will give them some exercises which
196 have relation with the materials, probably I will make those tasks
197 with some objects where are in this school or that classroom or can
198 be called real object in order to make the students understand easier
199 **Interviewer** : Will you collaborate with the inclusive teacher today?
200 Interviewee : Yes, as usual, I will collaborate with inclusive teacher. She will
201 control the disabilities students in that class, but here, I will not
202 distinguish which one is the disability student, and which one is the
203 regular student. So, I will mixed them in those groups, and for
204 exercise, I will make them equal. When doing exercise in the
205 blackboard, I will guide them.
206 **Interviewer** : Okay sir, thank you
207 Interviewee : Okay



Observation Field Notes Result

Observation I

Note

3

T : Teacher
AS : All students
S : Students

Date : Tuesday, April 09th, 2019

Grade : 7

Topic : Grammar

Pre-Activities

T : Good morning, class

AS : Good morning, teacher

T : Okay, now I am going to discuss about some vocabularies

AS : Yes, sir

Whilst-Activities

T : Okay, now please read aloud these words and how do they can do, first

Fish

AS : Swim

T : Elephant

AS : Walk

T : And then Monkey

AS : Cleem

T : What?

AS : Cleem

T : No, Climb, *memanjat*

AS : Cleem

T : I have given the correct one, why are you still saying cleem cleem?, you can see this stick? this stick can clean your ears, by the way (joking)

T : Okay, one more, climb

AS : Climb

T : Can elephant swim?

AS : No, No.

T : Guess, why do elephants cross rivers? Because they are b....

AS : Big

T : How about fish, can a fish walk?

AS : No, sir

T : Okay, now, please dividing this class into some groups, each group contains of 3 students, anyone brings dictionary?

S1 : Me, sir

S2 : Me, sir

T : Okay, students who do not bring dictionary, please join with students who bring dictionary.

T : Now, please find 10 verbs in the dictionary, and then translate it into Bahasa. So, each group has different answer, because each of you has different idea

T : Come on, discuss with your group, any verb that your friend finds, collect into one group, that is the function of grouping, do not let only one student

46 will find, if only one student find the verb, I should not have divided you
 47 into some groups.
 48 T : Okay, please mention verb that you have found with your friend
 49 AS : draw, write, type, sing, swim, walk, clean, wash, run, jump
 50 T : Okay, then please mention any subject that you have known!
 51 AS : I
 52 T : Dian?
 53 S1 : She
 54 T : Joseph?
 55 S2 : He
 56 T : Eka?
 57 S3 : It
 58 T : Then, Bumi?
 59 S4 : Is
 60 T : Ha?
 61 S4 : Is
 62 T : Noo, it will be 'to be', Anyone?
 63 S5 : We
 64 T : Then?
 65 S5 : You, They
 66 T : Okay, now another subjects are she, he, and it. And 'to be' will be is, am,
 67 and are. For verb, we need to add s/es if the subject is he/she/it. If the
 68 subject I, you, they or we, the form does not change.
 69 T : Now I will give you an example, He draws a superhero character, please
 70 change the subject into 'I'
 71 AS : I draw a superhero character
 72 T : Okay, then change the character into 'he'
 73 AS : He draws a superhero character
 74 T : Okay, now I'll give you an exercise, write down 5 sentences by using
 75 subjects and verbs which are written in the blackboard, but before you do
 76 the exercise, you should write down the example first.
 77 AS : Okay, sir
 78 **Post-Activities**
 79 T : because the time is over, please continue your exercise at home, Okay?
 80 AS : Yes, sir
 81

Observation II

83 Date : Thursday, April 11th, 2019
 84 Grade : 8
 85 Topic : Grammar

Pre-Activities

87 T : Good morning, class
 88 AS : Good morning, teacher
 89 T : Okay, are there any of your friends absent today?
 90 AS : No, sir
 91 T : so, all students are here today?
 92 AS : Yes, sir

Whilst-Activities

94 T : Okay, before we start our lesson, I want to ask you, what verbs do you
 95 know? Mention it!
 96 S1 : Look, sir
 97 T : What else?
 98 S2 : Sleep
 99 S3 : Eat
 100 S4 : Red (read)
 101 T : Eh, not red red, read
 102 S4 : Read
 103 T : Okay, then?
 104 S5 : Cook
 105 T : Cook, then?
 106 S5 : Sing
 107 T : Sing, alright, then? How many 'to be' do you know in present tense?
 108 S6 : Three
 109 T : Three, what are they?
 110 AS : Am, is,...?
 111 S4 : Them
 112 T : not them, Okay now I will chose some of you to write to the blackboard,
 113 what kind of adjective and noun, find those on your LKS
 114 T : Okay now, for the adjective, I will chose right side, and for noun, I will
 115 chose left side. Write 5 kind of adjective and noun, starting from left side,
 116 come on
 117 T : Okay, from noun, table, chair, window, are they correct?
 118 AS : Yes, sir
 119 T : Okay, while continuing the task from lefts side. From right side can start
 120 writing adjectives, come on lex..
 121 S5 : Okay, sir.
 122 T : Hey lex, what is that?
 123 S5 : *cantik* (beautivul), sir
 124 T : Is that correct?
 125 AS : No. sir
 126 T : lex, beautiful, using 'f' not 'v'
 127 S5 : Yes, sir, using 'f' isn't it?
 128 T : Yes using 'f', I will sent you back to kindergarten if u cannot write 'f'
 129 (joking), la lala, come here, tel him how to write 'f'
 130 S5 : Hahaha, I think she also cannot write, sir
 131 T : Hmmm..
 132 S7 : Okay, sir.
 133 S7 : Word 'f', lex, like this one (while writing word 'f')
 134 T : hmmm see, lex?
 135 S5 : Hehehe, yes, sir
 136 T : Okay, next please
 137 T : Okay now, we check the noun first, blackboard, pencil, are the correct?
 138 AS : Yes, sir
 139 T : Okay, good, next the adjectives, beautiful, sad, happy, cold, good, are
 140 they correct?
 141 AS : Yes, sir

142 T : Okay, now, do you remember some verbs which you have been
143 mentioned before?
144 AS : Yes, sir
145 T : Ok then, mention it!
146 AS : Read
147 T : Okay, read, then?
148 AS : Cook, look, sleep, listen, eat
149 T : Okay, how about 'to be'?
150 AS : am, is, are
151 T : 'to be' am, is used for what subject?
152 S2 : I, sir
153 T : Okay, how about 'is'?
154 S3 : He and she, sir
155 T : Then? 'It' (while writing)
156 T : How about are?
157 AS : You, she
158 S3 : We
159 T : Okay good
160 T : Okay, for making sentence with subject she/her/it, we need ...
161 AS : S/es, sir
162 T : Yes, Verb 1 plus s/es (while writing on the blackboard)
163 T : Okay, now we will make a sentence with some words in the blackboard.
164 T : He read a book (while writing on the blackboard), is it correct?
165 AS : No, sir
166 T : So, which one is wrong?
167 AS : S/es, sir
168 T : Okay, so here, 'read' should be added 's' (while writing on the
169 blackboard), because the subject is 'he'
170 T : Okay, another example, we take subject 'My mother', then what verb do
171 you want to use? (while pointing the blackboard)
172 S3 : cook, sir
173 T : Okay, cook, with s/es or not?
174 AS : Yes, sir
175 T : I cooks in the
176 S8 : class
177 T : Kitcheeeen
178 T : You know, this stick hurts when it is struck at you (joking)
179 T : Okay now, I will chose 5 students, each student should write 1 sentence
180 in the blackboard, okay you, you, you, you and you (while pointing the
181 students)
182 T : Please each of you, make a sentence with some words which have been
183 discussed before, two of you
184 AS : Okay, sir
185 T : Okay class, you friends have already done, now the other, please find out
186 together which one is subject, to be, verb, adjective, noun/adverb
187 T : Okay, number 1, Kaisar is standing in front of the class, which one is
188 verb?
189 S3 : Standing, sir

190 T : Okay good, standing, verb-ing, is there any 'to be'?

191 AS : is, sir

192 T : Okay, next, number 2, Mr. Widodo is walking, which one is subject?

193 AS : Mr. Widodo

194 T : Which one is 'to be'?

195 AS : is, sir

196 T : Which one is verb?

197 AS : Standing, sir

198 T : Okay good, now, alex, adi, ferdy, please mark the 3 sentences left on the

199 board, like what we have mentioned, which one is subject/to

200 be/verb/adjective/noun/adverb.

201 T : Okay, we check the answers together, number 1, is that correct?

202 AS : Yes, sir

203 T : How about number 2? is that correct?

204 AS : Correct, sir

205 T : And number 3?

206 AS : Yes, correct sir

207 **Post-Activities**

208 T : So, today, what we have learned? First? *Kata si...*

209 AS : *sifat*

210 T : Or obj....jective

211 T : *Kata benda?*

212 S4 : Noun

213 T : Noun, then *kata kerja?*

214 S3 : Adjective

215 T : Verb, then 'to be' and subject

216 T : Okay, enough for today, see you to the next meeting, good afternoon.

217 AS : Good afternoon, sir

Observation III

219 Date : Thursday, May 2nd, 2019

220 Grade : 8

221 Topic : Comparative degree

Pre-Activities

223 T : Hello, class, good morning

224 AS : Good morning, sir

225 T : Okay, before starting our lesson today, I want to divide this class into 3

226 groups, starting from my right side

227 AS : (all students are counting)

228 T : Okay, group 1 please sit in right side, grup 2 in the middle, and group 3

229 in left side

230 T : Okay, now discuss with your friends, and please asking each other about

231 your name, age, and also height

Whilst-Activities

233 T : Okay, have you done?

234 T : Now please all groups come forward, then tell to your friend about your

235 name, age, and height, okay? Eh not height, but your weight, starting from

236 alex

237 S1 : No, sir hehehe

238 T : Your age your age, how old are you?
 239 S1 : 16, sir
 240 T : and you? (while pointing the students)
 241 S2 : from 2005 sir
 242 T : 2005? So, it is about 15 years old
 243 T : how about you (while pointing the students)
 244 S3 : same sir, 15 years old
 245 T : and you? (while pointing the students)
 246 S4 : 15 years old
 247 T : are you sure? Because your face looks so old (joking)
 248 S4 : Hahaha, yes sure, sir
 249 T : Okay, and how about you? (while pointing the students)
 250 S5 : 16 years old, sir
 251 T : Okay, and you? (while pointing the students)
 252 S6 : 15 years old, sir
 253 T : Okay, now come back to your group, group 1 sit there (pointing left
 254 side), group 2 in the middle, group 3 sit over there (pointing right side).
 255 T : Oke here I write 4 categories (while writing on the blackboard), oke
 256 Bumi and Puji, please come forward
 257 S3 : Yes, sir
 258 S7 : Yes, sir
 259 T : Okay guys, we have 2 persons here, so what can u see? I mean the
 260 significant different of 2 students here.
 261 AS : *Tinggi* (height), sir
 262 T : So, we use ... Height (while circling the word)
 263 T : So who is taller?
 264 AS : Puji
 265 T : Yes, Puji, so Bumi is
 266 AS : *Pendek* (shorter)
 267 T : So, *tinggi* can be translated become ..Tall
 268 T : how about *pendek*? The first letter is 's'
 269 S8 : Skad
 270 T : Ha?
 271 S9 : Scroll scroll
 272 S7 : Big
 273 T : Not big, short (while writing on the blackboard)
 274 T : so, here, there are 2 sentences
 275 T : Bumi is shorter than Puji, and Puji is taller than Bumi
 276 S11 : Age
 277 T : Just use these word first, please repeat, Bumi is shorter than Puji (while
 278 inviting students to read)
 279 T : What is the subject?
 280 S11 : Puji
 281 T : Loh, the first one, oke you (while pointing Bumi) write the subject!
 282 T : Bumi (while guiding the student to wite)
 283 T : Okay, he uses a new designation Mecca
 284 T : Oke now, how about age, you (while pointing Puji), how old are you?
 285 S7 : I am 14 years old sir

286 T : Okay, how about you, Bumi?
 287 S3 : I am 15 years old, sir
 288 T : alright, so who is older?
 289 AS : Bumi, sir
 290 T : So the sentences is...Bumi is older than Puji (while writing on the
 291 blackboard)
 292 T : The second sentence?
 293 AS : Puji is younger than Bumi
 294 T : Okay, good, Puji is younger than Bumi (while writing on the blackboard)
 295 T : Okay, now I will give another examples, you and you (pointing two
 296 students) come forward, try to finish this task
 297 S2 : Yes, sir
 298 S9 : Yes, sir
 299 T : Okay, number 1, there are 2 blanks here, what words can be filled in the
 300 blanks?
 301 T : A book bla bla bla than a blab la bla. Okay, we compare with a table, so
 302 which one is bigger? A book or a table?
 303 AS : A table, sir
 304 T : Okay, so here, a book is smaller
 305 T : what is *kecil*? In English
 306 S11 : Smaller
 307 T : Okay, small, write it (while asking the student to write on the blackboard)
 308 T : S, m, a, l, l (while guiding the students to write)
 309 T : wah, your writing so big, erase it
 310 T : why is your writing still big?
 311 T : Like this one (while giving the example), so smaller than what?
 312 AS : Table
 313 T : write table over there (while asking the student to write)
 314 T : hey, don't daydream, write it!
 315 T : T, a, b, l, e (while guiding the student to write)
 316 T : Okay, next, look, there is a building school is bla blab la than a blab la, so
 317 a building can use smaller or bigger. Using bigger, write it (while asking
 318 the student to write the word)
 319 S11 : b, i
 320 T : Ssstt..
 321 T : Bigger, how to write it? b, i, g, g, e, r , (while guiding the students to
 322 write), bigger than what? (while asking other students)
 323 S11 : Hotel hotel, sir
 324 T : Than a ...
 325 S6 : house
 326 T : Okay, house, write it
 327 T : The david beckham's house is so huge, you know (joking)
 328 T : come on house house, why are you laughing? Come on house, using h
 329 not g
 330 T : h,o, u, s, e (while guiding the students to write), okay now, ayu, come
 331 here
 332 S8 : Yes, sir

333 T : Okay, here, a handphone is bla bla bla than a bla bla bla, anyone? (while
334 asking other students)
335 S11 : small or bigger, sir
336 T : Okay, good, we use small, come on yuk, write small, s, m, a, l, l, e, r
337 (while guiding the disability students to write)
338 T : Okay, smaller than what? Laptop, write it yu. L,a,p,t, o, p
339 T : Okay, next, you (pointing a student)
340 S10 : Yes, sir
341 T : A bottle is bla bla bla than a bla bla bla
342 T : Okay, here there is a bottle and ..
343 S10 : Chalk
344 T : Yes, chalk, so which one is bigger? Bottle or chalk?
345 S10 : Bottle
346 T : Which one is taller?
347 S10 : Bottle
348 T : Okay, so *tinggi* in English is..
349 T : Write it, t, a, l, l, e, r (while guiding the disability students to write)
350 T : Okay, so taller than chalk, write it. C, h, a, l, k
351 T : Okay, smart, good
352 T : Okay, see, there all sentences, there are 'to be' and than, because we
353 compare 2 sub...
354 S10 : ject
355 T : 2 subjects, whether it's size, shape, colour, and what else? Adjectives and
356 others, don't let any word lost, taking for example the school building
357 bigger than a house, is that complete or not?
358 AS : No
359 T : Which one is lost?
360 AS : Is
361 T : 'to be' is, because comparing between 2 objects or subjects
362 **Post-Activities**
363 T : Okay, so what we have learn today?
364 AS : Comparative
365 T : Compare what? Compare between...
366 AS : 2 subjects
367 T : or?
368 AS : object, sir
369 T : What should we add to compare?
370 S11 : er, sir
371 T : Then?
372 S11 : than
373 T : Okay, good
374 T : Okay, that's all for today, see you
375 AS : See you, sir